

# HISTORY & GEOGRAPHY

Teacher's Guide

▶ **2nd Grade**

.....

# HISTORY & GEOGRAPHY 200

## Teacher's Guide

### **LIFEPAC® Overview** **5**

---

HISTORY & GEOGRAPHY SCOPE & SEQUENCE | 6

STRUCTURE OF THE LIFEPAC CURRICULUM | 10

TEACHING SUPPLEMENTS | 16

### **Unit 1: Looking Back** **23**

---

ANSWER KEYS | 29

ALTERNATE LIFEPAC TEST | 33

### **Unit 2: Settling the New World** **37**

---

ANSWER KEYS | 43

ALTERNATE LIFEPAC TEST | 47

### **Unit 3: A New Government for a New Country** **51**

---

ANSWER KEYS | 57

ALTERNATE LIFEPAC TEST | 61

### **Unit 4: Government under the Constitution** **65**

---

ANSWER KEYS | 71

ALTERNATE LIFEPAC TEST | 75

### **Unit 5: Our Government Close to Home** **79**

---

ANSWER KEYS | 85

ALTERNATE LIFEPAC TEST | 89

**Authors:**

Alan R. Dutton

Rachelle Wiersma

**Editors:**

Alan Christopherson

Rachel Grack



**804 N. 2nd Ave. E.  
Rock Rapids, IA 51246-1759**

© MMXVI by Alpha Omega Publications, a division of Glynlyon, Inc. All rights reserved.

LIFEPAC is a registered trademark of Alpha Omega Publications, a division of Glynlyon, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, a division of Glynlyon, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates, and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.

## **Unit 6: Westward—From the Original Colonies 93**

---

ANSWER KEYS | 99

ALTERNATE LIFEPAC TEST | 103

## **Unit 7: Settling the Frontier 107**

---

ANSWER KEYS | 113

ALTERNATE LIFEPAC TEST | 117

## **Unit 8: Exploring America with Maps 121**

---

ANSWER KEYS | 127

ALTERNATE LIFEPAC TEST | 131

## **Unit 9: Past, Present, and Future Maps 135**

---

ANSWER KEYS | 141

ALTERNATE LIFEPAC TEST | 145

## **Unit 10: Review United States History 149**

---

ANSWER KEYS | 155

ALTERNATE LIFEPAC TEST | 159

## INSTRUCTIONS FOR HISTORY & GEOGRAPHY

The LIFEPAC curriculum for grades two through twelve is structured so that the daily instructional material is written directly in the LIFEPACs. The student is encouraged to read and follow this instructional material in order to develop independent study habits. The teacher should introduce the LIFEPAC to the student, set a required completion schedule, perform teacher checks, be available for questions regarding both content and procedures, administer and grade tests, and prepare and present additional learning activities as desired. A teacher working with several students may create a schedule so that the students are assigned a quiet work activity when it is necessary to spend instructional time with one particular student.

The second-grade curriculum is an exploration of the history and geography of the United States, along with an introduction to map skills. The intent of the course is to give the student an overview of the United States. The student will learn map terminology such as latitude, longitude, and compass rose. These terms and others will help the student discuss and understand the geography of the United States.

The first LIFEPAC will review the concept of community. The student will also learn about the people who lived in North America long before Christopher Columbus first landed. LIFEPACs 202 through 207 explore the settling of the New World, the Revolutionary War, Westward Expansion, and the current boundaries of the United States. The student will also learn

the basics of the U.S. government and how state governments work in much the same way. LIFEPACs 208 and 209 will focus on map skills. The student will learn about the cardinal directions, map legends, and time zones. Additionally, the student will learn that there are various types of maps. Maps also change over time.

LIFEPAC 210 serves as a review of all the units. The students will receive one last overview of the key concepts covered in each unit. The review will follow the order in which the units were taught. At the end of the course, the students should have a general understanding of how the United States began and expanded its borders, the type of government laid out in the Constitution, and how to read different types of maps.

This course is not designed to be a comprehensive study of U.S. history, government, or map skills. Instead, it serves as an introduction to these topics. The concepts the student learns in this LIFEPAC will be expanded and reviewed in subsequent years.

The Teacher Notes section of the Teacher's Guide lists the required or suggested materials of the LIFEPACs and provides additional learning activities for the student. The materials section refers only to LIFEPAC materials and does not include materials which may be needed for the additional activities. Additional learning activities provide a change from the daily school routine, encourage the student's interest in learning, and may be used as a reward for good study habits.

# **HISTORY & GEOGRAPHY 201**

## Unit 1: Looking Back

# TEACHER NOTES

## MATERIALS NEEDED FOR LIFE PAC

### Required

- LIFE PAC
- paper
- pencils
- crayons

### Suggested

- dictionary
- atlas
- maps
- pictures of early explorers (Marco Polo and Christopher Columbus)
- Internet or encyclopedias

## ADDITIONAL LEARNING ACTIVITIES

Choose activities that best suit the needs and interests of your student(s).

To find websites with additional information, learning games, or other study materials related to these activities, explore the Internet by searching these key words and phrases: North American Native Americans or American Indians, sea monsters on maps, Vikings, Marco Polo, Christopher Columbus, explorers of North America, and European explorers.

### Section 1 – Remembering Last Year

1. Have the student draw a picture of one of the communities in which he or she lives. Ideas for drawings may include a family, church, or neighborhood.
2. Arrange to visit a police station or fire station. The student can learn more about the people who keep a community safe.
3. With the student, look at a globe or map. Identify North America, the United States, and the state in which you live.

### Section 2 – Learning about Early Times

1. Identify the continents on a map or globe.
2. Marco Polo brought back spices from his journey including cloves, nutmeg, peppercorn, and cinnamon. Have the student see if he or she can find any of these spices at home. As an additional activity, prepare a food using one of the spices.
3. Draw a picture of an imaginary sea creature that might be seen on an ancient map.

### Section 3 – The Trail of the Native Americans

1. Help the student research and find pictures of early Native American dwellings, such as igloos, tepees, longhouses, earth lodges, pueblos, cliff dwellings, etc.

2. Ask the student to consider this question: If you were sailing to a new place, like the Vikings long ago, what belongings would you take with you?
3. Find some symbols the North American Plains Indians painted on their tepees. Identify the meaning of the symbols.

## **INDEPENDENT STUDY ACTIVITY:**

Have the student choose one of the following early explorers to study: Vasco de Gama, John Cabot, Henry the Navigator, Amerigo Vespucci, Sebastian Cabot, Jacques Cartier, or Ponce de Leon. The student should do enough research to be able to answer a few basic questions about the explorer. Questions to ask: What country did the explorer represent? When did the explorer live? Where did the explorer go? Why did the explorer go to that area of the world? What did the explorer find? How did the explorer make a difference in history? As an added activity, ask the student to create a poster of the chosen explorer.

## **UNIT REVIEW ACTIVITY:**

A duplication master for a review activity is provided for this unit. After the student has finished the unit, have him/her complete it as part of the preparation for the final LIFEPAC Test.

## **» WORKSHEET ANSWERS**

1. ☺
2. ☹
3. ☺
4. ☺
5. ☹
6. ☺
7. ☹
8. ☺

### **Administer the LIFEPAC Test.**

The test may be administered in two sessions. Give no help except with directions. Evaluate the tests and review areas where the students have done poorly. Review the pages and activities that stress the concepts tested. If necessary, administer the Alternate LIFEPAC test.



# History & Geography 201 Unit Review

**Put a smiley face next to the sentences that are correct. Put a frowny face next to those statements which are wrong.**

1.  Families can include many people.
2.  Only buildings make up a community.
3.  People who live next door to you are neighbors.
4.  Christopher Columbus traveled by ship to the New World.
5.  The largest bodies of water are called lakes.
6.  Small bodies of land in the oceans are islands.
7.  Marco Polo traveled to North America.
8.  Vikings visited Canada before Columbus sailed.

# ANSWER KEYS

## SECTION 1

- 1.1 a. family
- 1.2 a. talk
- 1.3 b. praying
- 1.4 father, mother (answers will vary)
- 1.5 Picture will show family members.
- 1.6 Answers will vary. Student should record two or three activities from a family reunion or family visit.
- 1.7 c. neighbors
- 1.8 a. near or far
- 1.9 a. close
- 1.10 c. park
- 1.11 b. police
- 1.12 b. parents
- 1.13 c. church family
- 1.14 a. Yes
- 1.15 b. No
- 1.16 Answers will vary. Student should draw his/her home.
- 1.17 Answers will vary.
- 1.18 Answers will vary.
- 1.19 b. many
- 1.20 a. sell the television  
c. make the parts
- 1.21 a. Christopher Columbus
- 1.22 a. Canada AND  
c. Mexico should both be circled.

## SELF TEST 1

- 1.01 communicate
- 1.02 family
- 1.03 community
- 1.04 church
- 1.05 neighbors
- 1.06 park
- 1.07 c. workers
- 1.08 b. many
- 1.09 a. Christopher Columbus
- 1.010 c. pioneers
- 1.011 b. respect

## SECTION 2

- 2.1 a. people
- 2.2 b. land & water
- 2.3 c. flood
- 2.4 c. Great
- 2.5 ocean
- 2.6 sea
- 2.7 lake
- 2.8 pond or pool
- 2.9 b. continents
- 2.10 a. islands
- 2.11 Africa, Asia, Europe
- 2.12 b. Middle
- 2.13 b. disobeyed
- 2.14 3, 2, 1, 4
- 2.15 a. Italy
- 2.16 b. China
- 2.17 b. flat
- 2.18 The shape should be a circle.
- 2.19 a. China
- 2.20 c. America
- 2.21 b. Christopher Columbus
- 2.22 c. Indians

## SELF TEST 2

- 2.01 third
- 2.02 animals
- 2.03 Mediterranean Sea
- 2.04 flood
- 2.05 oceans
- 2.06 continents
- 2.07 islands
- 2.08 continents
- 2.09 Africa, Europe, Asia
- 2.010 North America, South America
- 2.011 Australia
- 2.012 Antarctica
- 2.013 a. East
- 2.014 a. crossroads
- 2.015 c. leave
- 2.016 c. China
- 2.017 b. learn more AND c. get more goods
- 2.018 c. flat
- 2.019 a. India

## SECTION 3

- 3.1 c. Asia
- 3.2 a. Alaska
- 3.3 b. Inuits
- 3.4 a. Yes
- 3.5 b. Indians
- 3.6 b. Native
- 3.7 a. lived
- 3.8 c. buffalo
- 3.9 b. deer
- 3.10 a. cliff dwellers
- 3.11 a. Norse
- 3.12 b. home

## SELF TEST 3

- 3.01 c. Asia
- 3.02 b. Alaska
- 3.03 b. Inuits
- 3.04 c. Native
- 3.05 hunters, warriors, farmers, cliff dwellers
- 3.06 b. many
- 3.07 b. Norse
- 3.08 b. No
- 3.09 Inuits
- 3.010 Plains Indians
- 3.011 Eastern Woodlands
- 3.012 Southwest Indians

## LIFEPAC TEST

1. respect
2. neighborhood
3. oceans
4. flood
5. family
6. United States
7. Africa, Asia, Europe
8. a. Middle East
9. b. Inuits
10. c. Southwest Indians
11. a. Plains Indians
12. c. Eastern Woodlands Indians
13. b. East
14. a. Indians
15. c. Americans
16. Norse
17. Marco Polo
18. Adam
19. Columbus
20. Noah
21. cure
22. ripples
23. divided
24. continent
25. crude

## THOUGHT QUESTION

Answers will vary.

26. a. The students should describe their families (1 pt.), the jobs their parents hold (1 pt.), and where they live (1 pt.).
- b. For the second thought question, the student should briefly tell how people spread out from the Middle East and went as far as the Pacific Ocean (1 pt.). They then went up the shore, crossed over into Alaska (1 pt.), and spread down through North and South America (1 pt.).

## ALTERNATE LIFEPAC TEST

1. Middle East
2. family
3. continents
4. islands
5. community
6. Alaska
7. North America, South America
8. West Indies
9. b. Inuits
10. c. Southwest Indians
11. a. Plains Indians
12. c. Eastern Woodlands Indians
13. b. India
14. c. Leif Eriksson
15. c. Americans
16. Columbus
17. Adam
18. Norse
19. Noah
20. Marco Polo
21. ripples
22. pioneers
23. divided
24. cure
25. crude

## THOUGHT QUESTION

Answers will vary.

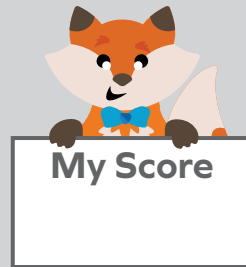
26. a. Look for a list of people or groups in the community and for information about your neighbors.
- b. Things to look for would be the trip to China, the cloth, perfumes and fireworks he brought back, and the book he wrote.

# HISTORY & GEOGRAPHY 201

## ALTERNATE LIFEPAC TEST

Name \_\_\_\_\_

Date \_\_\_\_\_



Each answer = 1 point

Draw a line to match each phrase with its correct answer.

- |    |  |   |               |
|----|--|---|---------------|
| 1. | Place where three continents are connected | ▶ | ◀ islands     |
| 2. | When you were born you became part of a    | ▶ | ◀ family      |
| 3. | The largest masses of land                 | ▶ | ◀ Middle East |
| 4. | Hawaii is made up of several               | ▶ | ◀ community   |
| 5. | Your family is part of a                   | ▶ | ◀ continents  |

Circle the correct answer.

6. Which one of these is NOT a continent?
- |        |           |        |
|--------|-----------|--------|
| Africa | Asia      | Alaska |
| Europe | Australia |        |

7. Circle the *two* continents that are connected to each other.

Australia

North America

Asia

South America

8. The islands that Christopher Columbus discovered were the \_\_\_\_\_ .

Middle East

North Africa

West Indies

**Circle the correct answer for each statement.**

9. The natives of Alaska are called \_\_\_\_\_ .

a. Plains Indians

b. Inuits

c. Eastern Woodlands Indians

10. The Native Americans who carved homes into the cliffs in Colorado and New Mexico were the \_\_\_\_\_ .

a. Plains Indians

b. Inuits

c. Southwest Indians

11. The Native Americans who moved during the year to follow herds of buffalo were the \_\_\_\_\_ .

a. Plains Indians

b. Southwest Indians

c. Eastern Woodlands Indians

- 12.** The Native Americans who planted crops and hunted small animals were the \_\_\_\_\_ .
- a. Plains Indians
  - b. Southwest Indians
  - c. Eastern Woodlands Indians
- 13.** Columbus decided that he could sail west in order to reach \_\_\_\_\_ .
- a. America
  - b. India
  - c. Africa
- 14.** The first Europeans to set foot in the New World were led by \_\_\_\_\_ .
- a. Marco Polo
  - b. Christopher Columbus
  - c. Leif Eriksson
- 15.** Today, the first people who lived in North American are called Native \_\_\_\_\_ .
- a. Indians
  - b. West Indians
  - c. Americans

**Draw a line to match the correct answer to the name.**

- |            |  |   |   |            |
|------------|--|---|---|------------|
| <b>16.</b> | Discovered the New World                             | ▶ | ◀ | Norse      |
| <b>17.</b> | Lived in the Garden of Eden                          | ▶ | ◀ | Noah       |
| <b>18.</b> | Europeans who came but did not stay in the New World | ▶ | ◀ | Adam       |
| <b>19.</b> | Built an ark   | ▶ | ◀ | Marco Polo |
| <b>20.</b> | Traveled from Europe to China                        | ▶ | ◀ | Columbus   |

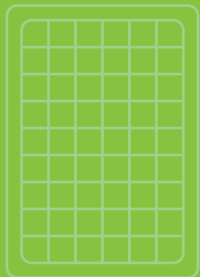
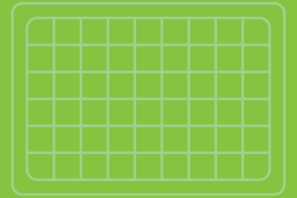


**Draw a line from the definition to the word.**

- |            |                              |   |   |          |
|------------|------------------------------|---|---|----------|
| <b>21.</b> | Small waves                  | ▶ | ◀ | divided  |
| <b>22.</b> | First people to enter a land | ▶ | ◀ | ripples  |
| <b>23.</b> | To separate into parts       | ▶ | ◀ | crude    |
| <b>24.</b> | To prepare skins             | ▶ | ◀ | pioneers |
| <b>25.</b> | Not well done                | ▶ | ◀ | cure     |

**Pick one of the questions below and write answers in two or three sentences on a separate of piece of paper. (3 points)**

- 26.**
- a. Tell about your community. Tell who is in your community, and tell about your neighbors.  
or
  - b. Describe Marco Polo's trip and his return home.



804 N. 2nd Ave. E.  
Rock Rapids, IA 51246-1759

**800-622-3070**  
**www.aop.com**

HIS0220 - Dec '16 Printing

ISBN 978-0-7403-3731-4



9 780740 337314